



Sex and Relationship Policy

Status	Recommended
Audience	Governors, Head teachers, Teachers
Issued	September 2016
Reviewed	22.11.17 / 12.10.18

THE PRESCOT SCHOOL SEX AND RELATIONSHIP POLICY

Policy Approved: September 2016
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INTRODUCTION

The Prescott School Sex and Relationship Policy is an important part of the school's overall aim to maximise the potential of each pupil and to educate them for life in the 21st century. It contributes to promoting the spiritual, moral, cultural, mental and physical development of students and prepares them for the opportunities, responsibilities and experiences of adult life.

SRE is taught within the schools PSHCE programme. Each year group undergoes a six week SRE programme that develops year-by-year, taking into account the students stages of development and needs at that time. The purpose of the programme is to provide all students with sex and relationships education which will help them to learn to respect themselves and others and move with confidence from childhood, through adolescence, into adulthood.

THE POLICY – OVERVIEW

Sex and Relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity. It has three main elements:

- Attitudes and values
- Personal and social skills
- Knowledge and understanding

Some knowledge and understanding is delivered via the Science curriculum. Attitudes/values and personal and social skills are developed in the PSHCE programme.

PROCEDURES

Our programme aims to:

- Teach about relationships, love and care and the responsibilities of parenthood as well as sex;
- Focus on boys as much as girls;
- Build self esteem;
- Teach the taking on of responsibility and the consequences of one's actions in relation to sexual activity and parenthood;

- Provide young people with information about different types of contraception, safe sex and how they can access local sources of further advice and treatment;
- Use young people as peer educators;
- Give young people a clear understanding of the arguments for delaying sexual activity and resisting pressure;
- Link sex and relationship education with issues of peer pressure and other risk-taking behaviour, such as drugs, smoking and alcohol;
- Ensure young people understand how the law applies to sexual relationships.

Parents will be consulted about the context of the Sex and Relationship Education Policy and will be informed prior to the programmes commencement each year as to the contents of the programme and their right to consultation and withdrawal.

TEACHING AND LEARNING IN SRE

Good teaching in SRE has the following features:

- High expectations
- Challenging and stimulating activities
- Helping students to clarify their thinking
- Listening to students views
- Provides a good role model in relation to self-esteem, attitudes and behaviour
- Facilitating rather than telling
- Setting ground rules

Ground rules for discussion are established by the students themselves at the start of the programme. Students must feel safe and supported to enable them to ask questions freely and anonymously if they wish.

Students understand that everyone's contributions, including their own, deserve attention. Students are able to discuss and listen to the views of others.

Explicit questions:

Problems can arise when discussion extends beyond intended parameters and students ask explicit questions. Motives for this may vary from mischief making to genuine concern. Questions which reveal unexpected knowledge at a surprisingly young age can be cause for concern. Teachers are advised to keep class discussion within intended parameters but pursue discussion with an individual privately after the lesson, alongside consultation with the pastoral team.

Confidentiality:

It is important that teachers do not undertake to keep to themselves with complete confidence any information passed on to them by students. We are not legally able to keep such a promise in all circumstances and it is strongly advised that teachers establish this understanding with students from the outset. Students are informed that so far as possible confidence will be respected, but in cases where a students may be at risk the teacher will have a duty to inform child protection agencies via the pastoral team.

Resources:

- Teaching resources are up to date, differentiated and culturally age appropriate.
- Adequate staff resources, development, support and training are provided to address identified needs. (This includes close liaison with the pastoral team to identify student needs.

SPECIAL EDUCATIONAL NEEDS AND LEARNING DIFFICULTIES

The school has a duty to ensure that students with special educational needs and learning difficulties are properly included in sex and relationship education. Sex and relationship education should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives.

ASSESSMENT, RECORDING AND REPORTING

The assessment, recording and reporting of sex and relationship education will take place in accordance with the whole school policy.

Understanding in sex and relationship education will be demonstrated through assessment against learning objectives, which will be built into curriculum planning. A variety of assessment techniques will be used, including discussion, work scrutiny, self and peer assessment, group work, pair work and individual work.

The reporting of individual achievement and progress will include skill development and values and attitudes, as well as knowledge and understanding. Progress in these areas will be reported through the school data system and will contribute to students' PSHCE target levels.

REVIEW

The Reviewing of this policy will take place at the start of each academic year.

APPENDIX